

Assurance Indicators and Descriptors

The American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the State Fiscal Stabilization Fund (SFSF) program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessment, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific actions that the State must assure it will implement. The U.S. Department of Education has established specific data and information collection and public reporting requirements that a State receiving funds under the SFSF program must meet with respect to the statutory assurances. This report provides information related to the SFSF assurances, is posted on the web site of the Montana Office of Public Instruction, and is updated annually.

Education Reform Area: Achieving Equity in Teacher Distribution

Table A provides information on the number and percentage of core academic subjects taught by highly qualified teachers and on the distribution of highly qualified teachers as defined by federal law. It also shows Montana's plans to survey school districts regarding the systems used by the districts to evaluate teachers and principals.

Table A. Indicators related to Achieving Equity in Teacher Distribution

Indicator	Description	MT Response
(a)(1)	The number and percentage of core academic courses taught, in the highest and lowest poverty schools, by teachers who are highly qualified consistent with section 910(23) of the Elementary and Secondary Education Act of 1965, as amended	Information is posted on the MT OPI web site at http://www.opi.mt.gov/ReportCard/index.html .
(a) (2)	Whether the State's Teacher Equity Plan (as part of the Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers	Yes, Montana's Teacher Equity Plan is posted at http://opi.mt.gov/Accred/HQT.html

Education Reform Area: Achieving Equity in Teacher Distribution

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Table A. Continued

Indicator	Description	MT Response
Descriptor (a)(1)	The systems used to evaluate the performance of teachers and the use of the results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal	MT OPI will survey school districts in 2010 to collect this information.
(a)(3)	Whether the state systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion	MT OPI will survey school districts in 2010 to collect this information.
(a)(4)	If the district's teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level	MT OPI will survey school districts in 2010 to collect this information.
(a)(5)	If the district's teachers receive performance ratings or levels through an evaluation system, whether the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA	MT OPI will survey school districts in 2010 to collect this information.
Descriptor (a)(2)	The systems used to evaluate the performance of principals and the use of the results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal	MT OPI will survey school districts in 2010 to collect this information.
(a)(6)	Whether the state systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion	MT OPI will survey school districts in 2010 to collect this information.
(a)(7)	If the district's principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level	MT OPI will survey school districts in 2010 to collect this information.

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Education Reform Area: Improving Collection and Use of Data

Table B provides information on 12 the elements of the America COMPETES Act that are included in the State's statewide longitudinal data system. It also provides information about whether the state provides reports to teachers about student growth on state assessments and individual teacher impact.

Table B. Indicators related to Improving Collection and Use of Data

Indicator	Description	MT Response
(b)(1)	Which of the 12 elements described in the America COMPETES Act are included in the State's statewide longitudinal data systems	Plan
(b) (2)	Whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs	Plan
(b)(3)	Whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments	Plan

Education Reform Area: Improving Collection and Use of Data

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Education Reform Area: Standards and Assessments

Table C provides information on the approval status of Montana's Comprehensive Assessment System (MontCAS) for the criterion-referenced tests (CRT and CRT-Alt). It also provides information about the number of students with disabilities and the number of limited English proficient students who are included in the reading/language arts and mathematics assessments. Montana's Report Card is posted at and includes information on student performance on the National Assessment of Education Progress. The table also provides information on the indicators related to high school graduation rates and college continuation.

Table C. Indicators related to Standards and Assessment

Indicator	Description	MT Response
(c)(1)	The approval status, as determined by the U.S. Department of Education, of the State's assessment system with respect to reading/language arts, mathematics, and science assessments	USED Approved – Reading/Language Arts Mathematics USED Pending – Science Posted on OPI web site at http://www.opi.mt.gov/PDF/Assessment/MontCAS/MontCAS-Overview.pdf
(c) (2)	Whether the state has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the U.S. Department of Education	Approved
(c)(3)	Whether the State's alternate assessment for students with disabilities, if approved by the Department, are based on grade-level, modified or alternate standards	Alternate Achievement Standards

Education Reform Area: Standards and Assessments

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Table C. Continued

Indicator	Description	MT Response
(c)(4)	Whether the State has completed in the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments	Plan
(c)(5)	The number and percentage of students with disabilities who are included in State reading/language arts and mathematics assessments	This information is posted on the OPI web site at http://www.opi.mt.gov/PDF/NCLB/Participation-rates-swd-lep.pdf
(c)(6)	Whether the State has completed in the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments	Plan
(c)(7)	Whether the State provides native language versions of State assessments for limited English proficient students that are approved by the U.S. Department of Education	No
(c)(8)	The number and percentage of limited English proficient students who are included in State reading/language arts and mathematics assessments	This information is posted on the OPI web site at http://www.opi.mt.gov/PDF/NCLB/Participation-rates-swd-lep.pdf
(c)(9)	Whether the State's annual Report Card contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results	Yes

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Table C. Continued

Indicator	Description	MT Response
(c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).	Plan
(c) (11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.	Plan
(c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE	Plan

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Education Reform Area: Supporting Struggling Schools

Table D provides information relating to Title I schools in improvement, corrective action or restructuring that have made progress on Montana's statewide student assessment. It also identifies those Title I schools which the Montana Office of Public Instruction has identified as "persistently lowest-achieving schools."

Table D . Indicators related to Support for Struggling Schools

Indicator	Description	MT Response
(d)(1)	The average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup on the State assessments in reading/language arts; and The number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in reading/language arts, in the last year.	This information will be posted on the MT OPI web site by February 8, 2010.
(d)(2)	The average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup on the State assessments in mathematics; and The number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics, in the last year.	This information will be posted on the MT OPI web site by February 8, 2010.

Education Reform Area: Supporting Struggling Schools

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Table D . Continued

Indicator	Description	MT Response
Descriptor (d)(1)	The definition of “persistently lowest-achieving schools” that the State uses to identify such schools	This information will be posted on the MT OPI web site by February 8, 2010.
(d)(3)	The number and identity of schools that are Title I schools in improvement, corrective action, or restructuring that are identified as persistently lowest-achieving schools	This information will be posted on the MT OPI web site by February 8, 2010.
(d)(4)	Of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of schools that have been turned around, restarted, closed, or transformed in the last year	0
(d)(5)	The number and identity of the schools that are secondary schools that are eligible for, but do not receive, Title I funds that are identified as persistently lowest-achieving schools	0
(d)(6)	Of the persistently lowest-achieving schools that are secondary schools eligible for, but do not receive Title I funds, the number and identity of schools that have been turned around, restarted, closed, or transformed in the last year	Not applicable
(d)(7)	The number of charter schools that are permitted to operate under state law	No limit
(d)(8)	The number of charter schools currently operating	0
(d)(9)	The number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year	0
(d)(10)	The number and percentage of charter schools that have made progress on State assessments in mathematics in the last year	0
(d)(11)	The number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last 5 years	0

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Indicator	Description	MT Response
(d)(12)	For each charter school that has closed (including a school that was not reauthorized to operate) within each of the last 5years, whether the closure of the school was for financial, enrollment, academic, or other reasons	Not applicable